

## Parent Feedback from Homework Forum – June 2017

	<b>What is going well</b>	<b>The school would be even better if</b>
<b>Structure of homework</b>	<ul style="list-style-type: none"> <li>• Structure of homework is good, with clear routines to help parents understand what needs to be completed and enables children to learn the life skills of completing tasks on time.</li> <li>• Knowing that homework comes home on the same day allows parents to establish homework routines.</li> <li>• It is good to be able to have some flexibility with completing homework, for example doing a little extra on one night if a child has been tired, or attended an out of school activity on another night.</li> <li>• The alternate tasks of Literacy and Maths provide a balanced view of the curriculum.</li> <li>• Dedicated purple homework books prevent sheets of paper being lost and allow for parents to make comments to contribute to their child's learning and progress. They allow the child to 'own' their book and their learning out of school.</li> <li>• In some year groups, children were given lots of fun and engaging mini-tasks and activities over a holiday period, with merits awarded for each task completed.</li> <li>• Homework club is a welcome addition and will allow children dedicated time in school to complete tasks.</li> <li>• Where it is used effectively, feedback from teachers is helpful to both children and parents and acknowledges the efforts of children.</li> </ul>	<ul style="list-style-type: none"> <li>• The timing of homework was more accurate – some parents felt that the suggested timings of each activity were not reflective of the time it actually took to complete a task.</li> <li>• The setting of homework should be consistent from one year group to the next, particularly higher up the school when children are preparing for the expectations of Middle School.</li> <li>• All out of school activities should be valued; it is sometimes hard to balance extra-curricular activities at home with the expectations of homework. This should be made more clear in the policy.</li> <li>• The Calculation Policy and guidance is clearly signposted and available on the school's website to support parents.</li> <li>• All homework is marked and acknowledged by the class teacher.</li> <li>• Homework during holiday time should be consistent across all year groups; children should either all have homework or not. This can sometimes cause a feeling of unfairness between siblings in different year groups.</li> <li>• Children with additional needs sometimes have more homework to do out of school in order to address targets on their Individual Provision Plans (IPPs) in addition to that set for the whole class. This should be reflected in the policy.</li> </ul>

	<b>What is going well</b>	<b>The school would be even better if</b>
<b>Homework Content</b>	<ul style="list-style-type: none"> <li>• There are clear links to the children’s learning in school and to extra-curricular experiences; children know what they are doing themselves rather than relying on too much parent support.</li> <li>• Homework and topics are relevant, generally reinforcing and cementing what the children have been learning in school in an un-pressured way. Topics are interesting and encourage children to do their own research to find out new and interesting facts.</li> <li>• Creative options give children choice to follow their interests and complete tasks using their own learning styles and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The wording of homework tasks was made more clear in some instances, indicating whether the task requires parental involvement/guidance or is designed to be an independent activity.</li> </ul>
<b>Reading and Spellings</b>	<ul style="list-style-type: none"> <li>• Books and reading material sent home is of a good quality and children enjoyed reading the different types of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Children were able to choose their own books to read.</li> <li>• There was more consistency of the approach to comments in Reading Record Books, with feedback for anything brought in to school.</li> <li>• There was an assessment in reading at the end of each week, with children reading to the teacher/adult in school with more consistency.</li> <li>• Children fully understood and could read their weekly spellings.</li> <li>• It would be helpful to know the results of spelling tests as children sometimes forget. This would also enable parents to target learning words which are not yet secure.</li> <li>• Teachers checked the results of spellings which have been marked by children – sometimes spellings are marked as incorrect when handwriting is not quite clear.</li> </ul>
<b>Online homework and activities</b>	<ul style="list-style-type: none"> <li>• Rewards for Athletics achievements are encouraging; children feel their efforts in and out of class are valued in special weekly assemblies.</li> <li>• The Athletics and Phonics Hero apps are much enjoyed by children and used at home.</li> </ul>	<ul style="list-style-type: none"> <li>• There was an overall award for homework which recognised children who completed homework on time, were successful with learning their spellings or and who showed effort and perseverance.</li> <li>• Parents had reminders about Phonics Hero and Athletics, including support accessing these apps at home.</li> </ul>